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ABSTRACT

This report examines current policies and practices in regard to Oregon high school student participation in college courses and programs. A total of 112 of Oregon's public and private high schools responded to a January 1998 mailed survey concerning early college options programs and policies. It was found that an estimated 6,660 students were participating in early college options programs of some type, and that the demand for such programs was increasing. Nearly two-thirds of the schools provided students with advanced placement classes, about one-third offered College High programs (cooperative agreements between high schools and colleges that offer college-level courses for credit in the high school), and about half had students attending courses at community colleges. In general, larger high schools provided more early college options for their students than did small- and medium-size schools. The report calls for the development of a statewide early options program with multiple options. The report also provides an overview of early college options policies and practices in other states and descriptions of advanced placement, College High, International Baccalaureate diploma, and 2+2/Tech Prep programs. (MDM)

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ED 430 470

OREGON EARLY OPTIONS STUDY

prepared for the
Joint Boards of Education

by the
Office of Academic Affairs, Oregon University System
in cooperation with the
Oregon Department of Education
Office of Community College Services

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(corrected)

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Oregon System of Higher Ed

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Executive Summary

Background

In September 1997, the Oregon Joint Boards of Education (Board of Education and Board of Higher Education) approved the initiation of a statewide study of current policies and practices regarding the early participation of high school students in college courses/ programs. This study was seen as a first step toward determining the need for a more uniform Oregon early options program. During 1997–98, data were collected from a variety of sources for inclusion in this report: from Oregon public and private high schools, from states' higher education executive officers, from the College Board on Advanced Placement activity in Oregon schools, and from a 1993 study about College High programs in Oregon.

The Context

Growing attention has been placed in recent years on the development of policies and practices that will accelerate student progress toward completing the baccalaureate degree, and on assessment of college readiness during the high school years. In the future, the Proficiency-based Admission Standards System (PASS) will provide Oregon with a consistent approach for assessing readiness for college-level work. When students are assessed to be college ready in various core academic areas, it will be important to have statewide policies and practices in place that make college options available to them.

Oregon's early college options for high school students have grown from the grass roots. Some high schools voluntarily offer Advanced Placement, College High (in cooperation with community colleges and OUS institutions), and International Baccalaureate options, as well as encourage students to attend local community colleges or universities to obtain courses unavailable at the high school. There are also 2+2 and tech/prep programs as the professional/technical options for students. Not all high schools, however, offer these options; policies and practices vary widely. There are currently no statewide incentives for high school students to move toward college-level work when they are assessed to be college ready. Many other states have early options programs that do offer statewide incentives.

Senate Bill 919, adopted in the 1997 legislative session, calls for continued experimentation with, implementation of, and costing out of the various accelerated baccalaureate degree models at state institutions of higher education in applicable programs, including early-entry and postsecondary options/models that are jointly developed with the State Board of Education. This report provides information about which future policy recommendations in the area of early options may be made.

Study Questions/Summary of the Findings

A number of questions were identified by the Joint Boards for the early options study. These questions follow, along with a summary of the key findings of the study:

1. ***What are the current options available to high school students who wish to participate in college-level courses provided by K-12, community colleges, OUS institutions, independent institutions?***

Oregon high schools have a number of acceleration mechanisms in place to assist motivated high school students to move into college-level programs. They are voluntary; there is no statewide requirement that high schools provide such programs. Key mechanisms in use in Oregon are:

Advanced Placement (AP). AP courses are offered within high schools with the option that students may take AP examinations offered by the College Board; if students pass at a score of 3 or better, they typically will be awarded college credit once they matriculate to college. About 143 high schools in Oregon have AP test takers (out of 340 high schools in the state). The cost to the student for each AP examination is $74. Although the number of seniors in Oregon high schools taking AP exams make up only about 6% of the year's graduating class, they do make up 17% of those enrolling in a four-year college the fall following graduation. In 1998, 6,126 AP exams were taken in Oregon by 4,396 students. Two-thirds of Oregon's students (66.6%) achieved a score high enough to earn college credit, though students taking the examinations represent only about one-third of students enrolled in AP courses.

College High (CH). CH programs are voluntary cooperative educational program agreements between high schools and colleges to offer college-level courses for credit in the high school. CH programs were first developed in Oregon in the 1970s. Courses are taught by high school teachers and result in students earning dual credit, i.e., high school credit/college credit. The colleges are responsible for the curricular content and standards, administrative support, and program monitoring. At present, 14 community colleges and 3 OUS institutions participate in CH around the state, working with about 175 high schools. Some 6,368 students participate annually in CH programs (an increase of 87% in student enrollments since 1993).

International Baccalaureate (IB). IB is a program similar to AP, in that high school students participate in the IB curriculum followed up by a voluntary taking of IB examinations. Students who pass IB examinations at a satisfactory level may receive college credit awarded by the college to which they matriculate (typically from 12 to 18 credits). The IB curriculum is quite specific; there are several required areas of study throughout the high school years. High schools must have a sufficient number of college-bound students interested in participating in this rigorous curriculum to make it feasible to offer the IB program. Only six high schools in Oregon offer IB programs. Students who take the full range of IB examinations pay about $600.

Concurrent Enrollment (CE). CE programs enable students to register for college courses while simultaneously receiving credits toward high school diploma requirements. The key difference between CH and CE is that students in CE enroll in courses taught by college faculty, whether at the college campus or in courses delivered to the high school site by the college. Increasingly, students are participating in CE courses that are offered through distance education, such as telecourses and Internet courses. Students pay for the cost of the college tuition to participate in CE courses; in some cases, school districts cover

a portion of the tuition costs if the high school is unable to meet the needs of students for more advanced-level courses. This is most typical in mathematics areas where there are not enough students to offer a Calculus or Advanced Calculus course at the high school, so the students enroll in a nearby college mathematics course with the district covering the college tuition. A more recent development in the concurrent enrollment area is the delivery of college courses to high schools; for example, Portland State University delivers its newly designed Freshman Inquiry Sequence to two high schools in the metropolitan area, serving more than 100 students.

2. ***As much as can be determined, what are the current costs and benefits (and who pays these costs) in providing early access to college credits within Oregon K-12 and postsecondary institutions?***

Benefits. Many benefits associated with early college options programs have been reported:

- acceleration of progress for students
- reduced tuition costs for students/parents
- reassurance for parents concerning their children's ability to handle college-level academic responsibilities
- relief of high school senior boredom
- productive interaction between high schools and colleges
- facilitated student recruitment
- enhanced college–community relations
- opportunities to address equity concerns (social equity).

Concerns. Most early options programs emphasize college-level curriculum available in the high school. Students are typically required to pass tests at the end of courses. The number of credits required for college graduation may or may not be reduced by students entering with AP credits. There are many questions about whether the college-level courses offered in high school are, in fact, college level. The national pass rates for students taking College-Level Examination Program (CLEP), AP, and IB examinations suggest that many students are not yet doing college-level work. Courses to develop students' knowledge and skill may be inadequately taught, and/or students may be inadequately advised about preparation for these tests or what constitutes college-level work. The literature depicts some liabilities when courses are provided at high school sites:

- difficulty maintaining a suitably serious atmosphere in a high school environment
- excessive workload for the high school teacher selected to teach the college-level course
- teacher-dominated class discussions
- territorial jealousy displayed by high school teachers of "regular" classes

Costs. For Advanced Placement, International Baccalaureate, and co-enrollment programs, Oregon students/families pay the costs. In the cases of AP and IB, the costs are for examinations that may result in the student being awarded college credits if he or she scores at a high enough level:

- Typical high school graduates with two AP examinations pay about $150. If they score

at a high enough level, they are likely to receive eight hours of college credit (a benefit of about $800 at OUS institutions, if the student enrolls on a course-by-course basis).

- Typical IB students taking all six examinations pay about $600. Students who pass all the examinations might receive anywhere from 12 to 18 credits, for a value of from $4,800 to $7,200 (based on a $400 per-course cost, which is what it costs for students who take courses through OUS self-support programs).
- Typical students taking a single community college course on their own pay about $100 for a 3-credit course, or close to $400 for a four-year university course (OUS institution).
- Co-enrollment students pay primarily the costs of tuition at a nearby college, although some districts will cover the costs (or portions of costs), if the high school is unable to offer the level of course needed by students.

3. ***How does Oregon's level of current programming/options compare to other states such as Washington's "Running Start Program," Minnesota's/Colorado's "Early Options Programs"?***

   Oregon does not have state-mandated comprehensive early options programs such as those offered in Washington, Minnesota, Colorado, and Florida (and other states that have recently implemented comprehensive, subsidized programs). Because of this, unevenness exists in Oregon's programs; some high schools (typically the larger metropolitan high schools with significant numbers of college-bound students) offer a range of early options programs. The demand is high and continuing for these programs. Other schools, particularly rural schools, are finding it difficult to meet the demands of smaller populations of talented and motivated college-bound students.

4. ***How is Oregon's new proficiency-based K-12 system of Certificates of Initial and Advanced Mastery (CIM/CAM) likely to impact upon access to college programs by traditional high school-aged students? How would the creation of additional early options programs impact on the CAM; the diploma? What are the special alignment issues that may arise with the PASS system?***

   Oregon's CIM/CAM school reform system is expected to increase the number of students performing at a college-ready level. This, in turn, should increase the demand for early options programs. The availability of earlier college opportunities is expected to provide incentives to larger numbers of students to begin the first year of college while in high school, provide increased opportunities for students to enhance their learning, encourage better postsecondary planning, and provide more curriculum flexibility for students. The PASS and Proficiency Requirements for Entrance into Programs (PREP) standards need to align in key areas with CAM exit standards. The ability to access a variety of early options should be an outgrowth of a CAM. The traditional diploma has not been addressed by the State Board of Education. It is possible, however, that expansion of early options could decrease the time a student needs to get a diploma. Technological capabilities for accessing learning opportunities, coupled with proficiency-based (rather than seat-time requirements), could greatly accelerate students' progress through the high school experience.

5. ***What unmet need is there for access to postsecondary programming by traditional high school–age students in Oregon? And, what is the satisfaction level of students/parents, high school administrators/teachers, and others with the current options that are available? Can we make a projection of need for the future based on this information?***

There appears to be some unmet need for access to early options programs in Oregon. For example, 55% of high schools reporting in Section 2 (*Oregon High School Survey Report*) indicate that "student" demand for early options programs is increasing, and 56% indicate that "parent" demand is increasing. Although half (49%) of the schools report satisfaction with the current options they provide, 39% are dissatisfied. Lack of satisfaction appears to come from such items as cost of programs (expense to high schools, students), wanting more participation with colleges, an inability to provide sufficient coverage in disciplines for students' needs, dissatisfaction with technological solutions, etc.

To estimate what number of Oregon high school students we are likely to need to serve, we may look to other states to see what numbers they serve:*

- Colorado serves about 10.4% of students in early options programs. About 2,200 students participate in the newly instituted High School Fast Track Program — 6.4% of high school seniors (both 11th and 12th graders may participate). Colorado reimburses for AP and IB exam fees, with about 1,450 students participating (4% of seniors).

- Washington serves about 10–11% of students in early options programs. About 11,476 (7% of its 160,000 11th and 12th graders) participate in Running Start; 3,585 in dual-enrollment programs; and additional students in such options as AP.

- Minnesota serves about 8–10% of students in early options programs: 3% of students participated in the inception year of the Postsecondary Enrollment Options Program (6% are currently participating); another estimated 2–4% participate in such other options as AP.

If Oregon were to initiate expanded early options programs — using other states' experiences as a guide — we might estimate serving a low of 8% of 11th and 12th graders in public K-12 or 5,880 students, to a high of 8,085 if we serve 11%.** Serving students in private high schools might involve an additional 65–130 students.

**A cautionary note about the numbers/percentages from other states: Data about participation by every early options program within a state have not been obtainable for this study. These should be viewed as estimates, though we believe they are on the conservative side.*

***In 1996–97, there were 37,980 11th grade students enrolled in public high schools and 35,522 12th grade. Total student enrollment for 11th and 12th graders, therefore, was 73,502 in public high schools. The number of graduating seniors from Oregon private high schools in that same year was 2,188. The total number of high school graduates (public/private) was 29,838. There were another 838 who were home-school completers. The total number of graduates and home-school completers in 1996–97, therefore, was 30,671.*

These projected "service" numbers (from about 5,900 to 8,000) equate somewhat to the number of students we currently serve in Oregon through Advanced Placement programs and College High. Data from this current study identify about 4,396 Oregon students taking AP exams in 1998 and about 6,000 students involved in College High programs. Because we assume that some students may be participating in both AP and College High (hence, some duplication within these numbers), we may already be serving a percentage of students in early options programs similar to other states.

Whatever the desired goal (number/percentage) of participation for Oregon, the current high school survey suggests that there is still need for greater access to early options programs, both by geography and discipline. Also, incentives for students to participate in early options programs such as are available in other states (particularly financial incentives) would likely increase the numbers of Oregon students participating.

6. ***What role is or might technology play in providing access to postsecondary courses to high school students?***

Technology is providing some access to college courses in Oregon, and more programming is anticipated by high schools, particularly in rural locations. Most of the courses available are on-line courses (Internet) or community college telecourses provided through the Oregon Public Broadcasting System. (Both of these delivery modes are available to students in their homes.) More campus collaborative approaches are needed to provide better opportunities to students to participate in technology-delivered courses to their home and/or school sites.

Note: 16% of respondents (17 high schools) in Section 2 of this report indicate they receive technology-delivered college credit courses within the school; another 14 high schools indicate they plan to add electronic receipt of college-level courses within their school in the future. Although 12 schools noted they are satisfied with this option, 7 are dissatisfied — many think it is too expensive.

7. ***Does Oregon need a statewide incentive program to encourage students to move toward postsecondary options when they are judged to be college-ready, as is occurring in other states? Are incentives needed for community colleges to expand tech/prep options? Is the present system of voluntary programming by high schools and colleges/universities adequate for future needs? If a statewide program is needed, what models are suggested for consideration in Oregon?***

Oregon may need a statewide incentive program to encourage more students to participate in postsecondary options. It might include:

- statewide policy that all high school students should have access to postsecondary options in a variety of program (discipline) areas
- statewide funding to ensure early programs are equitably available
- expanded telecommunicated college-level courses (in a variety of discipline areas) to be available statewide
- reimbursement for OUS institutions to offer college courses to high school students (community colleges have this provision)

- financial assistance for students unable to pay for IB and AP tests
- financial incentives for high school students satisfactorily completing college-level courses (tuition-reduction assistance)
- early advising by postsecondary providers

Issues for Consideration/Implications

Several issues have emerged from this study with implications for the educational sectors.

The need to clarify the multiple goals of early options programs. The goal of Oregon's early options programs should be clarified with recognition that there are multiple goals for these programs, key among them to:

- increase student involvement in challenging educational opportunities;
- increase student participation in early college coursework;
- increase the postsecondary education rate for Oregonians, which necessitates keeping students motivated in their educations throughout K-12 and including college;
- increase readiness for students to do well in college;
- hold down costs for students and parents; and
- reduce redundancy of courses between high schools and colleges.

The need for equity of access. The study reveals there is inequitable access to college courses both geographically and programatically throughout Oregon. For example, many rural high schools are unable to provide a diversity of college-level classes needed by small numbers of students; likewise, at many larger high schools, class sizes in Advanced Placement and other college-level programs may be larger than recommended, and there is still inequitable access programatically. Though College High programs are provided by all community colleges and three OUS institutions, not all college campuses provide a full array of CH programs in the high schools. Furthermore, a lack of equity in terms of credits that may be counted toward college among some campuses continues (e.g., some campuses will provide credit for the college courses taken only if that student eventually enrolls in that community college).

The increasing use of and potential for technology. Telecommunications technologies make college courses throughout Oregon more accessible — programatically and geographically. There is the danger of redundancy in terms of the investments in the development of on-line and other telecommunicated courseware offered by community colleges, OUS institutions, and other providers if collaboration is not well-planned/ implemented. More campus collaborative approaches are needed to provide better opportunities to students to participate in technology-delivered courses to their home and/or school sites. Issuing joint OUS and community RFPs for shared course development, and investing in policy development and collaborative arrangements among campuses, will help to facilitate collaborative approaches in the future.

Concerns about the adequacy of current options. The study reveals that Oregon has a variety of early college options already in place. Students have access to such programs as Advanced Placement, International Baccalaureate, College High, and even tele-communicated learning courses. However, there is not equitable access to all of these

options, either geographically or programatically, throughout the state. Some of the current options may not be available in the future; therefore, there are some concerns about continuing reliance on the use of these options. Many high schools have had to reallocate resources from their most talented high school students to more broad-scale reforms; this may result in some high schools phasing back on their AP and CH courses, or high schools continuing to offer them by way of large enrollments (35+) that may seriously compromise the course quality. Increasingly, there is a call for students who are ready for college-level work to move into college and not tie up high school resources for this purpose. Finally, with the availability of technology/distance education, there is more consideration of co-enrollment options for students.

It is unclear if Oregon has a sufficient array and diversity of early college options available at the present time, or if we can count on these options being maintained — and even expanded — in the future. We need to ensure continuity and expansion of college-level programming for high school students. In the future, access will need to be provided geographically as well as across various disciplines. Policies will need to be in place to ensure that students will be able to receive credit for college-level courses successfully completed at any of Oregon's institutions to which they eventually matriculate, not only those offered by the campuses with which they were enrolled as high school students.

Growing use of co-enrollment programs. New dual-admission and co-enrollment policies developing between community colleges and OUS institutions have implications for early college options; e.g., credit acceptance for Advanced Placement and International Baccalaureate performance taken by students now in high school are not accepted in the same way by Oregon community colleges and all OUS institutions. We will need to ensure that students who eventually are co-enrolled at two or more institutions will be able to transfer their courses to expedite their college matriculation.

Early options versus acceleration. Although Oregon high schools appear to have a number of early options programs in place, many of these do not necessarily lead to acceleration toward a baccalaureate degree. For example, in many high schools, students participate in Advanced Placement and, in some high schools, in International Baccalaureate programs; however, much of this course taking is for enrichment purposes, not necessarily to earn college credit.

Oregon is among the bottom grouping of states in students taking tests that could lead to college credits being awarded for participation in AP. Although it is highly desirable that students participate for enrichment purposes (which may also enable students to perform better once they do move into college), many Oregon students may not take AP and IB tests because of financial limitations or performance concerns (teachers not advising students to take the tests because of doubts about the students' abilities to score at a high enough level).

A related issue is accurate tracking of high school students taking college courses. Neither community colleges nor OUS institutions have a way to identify high school students who may be enrolling in colleges to take college courses. At present, students apply to take courses through a simplified process that does not ask if students are still in high school. It is recommended that all institutions in Oregon revise their admission form for high school

students coming through community education and/or continuing education programs even though these students are not being formally admitted to colleges. This will enable us to obtain better information about students who are taking college courses while still in high school.

Need for reimbursement for postsecondary institutions as an incentive to provide college courses to high school students. At present, only community colleges may be reimbursed from the state for providing college-level courses to high school students. To provide an incentive for OUS institutions to supply courses needed by high school students, changes should be made that permit equal treatment for both community colleges/OUS institutions. Such incentives are needed to enable dual-credit programs to be more fully developed among Oregon's postsecondary institutions.

Lack of unified transcripts. Increasingly, many students attend multiple institutions as they proceed throughout their college careers. There are many differences among the transcripts from community colleges and OUS institutions. It would be desirable to develop standard transcripting practices. A related issue is the need for unified transcripting for CIM and CAM programs. It is still unclear what will be transcribed from high school students' CIM and CAM programs, which will then be provided to college campuses. Particularly, how will we transcript advanced PASS standards, which could result in the awarding of college-level credit? These would need to be clearly transcripted for all colleges and universities in Oregon if the students are to receive college-level credit for advanced PASS proficiencies.

Need for appropriate advising. Students need to be better advised regarding what college-level courses to take if they want to accelerate progress toward a college degree. For example, students might be taking an AP biology class thinking that when they attend college, they won't be required to take the introductory biology course. Once at the institution, however, if they want to major in a science, particularly in biology, they are typically advised to take the introductory biology course. If that same student wants to accelerate progress toward a degree, he or she might be better advised to take an AP course in another area or to take the AP course with the expectation that he or she is participating primarily for enrichment purposes, not for acceleration. In the future, as students plan for college-level courses taken while in high school, it will be important to provide better advising regarding the options before them.

Capacity to serve students. Oregon's multiple early college options appear to be serving an adequate number of students in comparison with other states. It is unclear, however, if these options will be sufficient if an additional number of students seek participation in early college options programs. For example, many larger high schools indicate their AP and IB courses are full, and some are even above recommended class-size levels. What should be done to provide enhanced services to both the larger high schools striving to serve students in a variety of discipline areas and the rural schools that are serving increasing numbers of students who also require access to college options programs?

Lack of financial incentives. Oregon has no financial incentives in place to encourage students to accelerate their progress toward college degrees by participating in college

courses while in high school. Some other states provide tuition assistance and/or aid in paying for AP tests. If Oregon wishes to increase the number of students participating in these options, it will be very important that the state build in long-term incentive programs in the future.

Professional/technical capacities. There is currently a lack of professional/technical college-level courses available for high school students statewide. Much greater growth among more professionally based lower-division opportunities will be needed in the future, along with accompanying 2+2 programs with community colleges.

Recommendations for Joint Boards' Consideration

1. ***Develop a statewide early options program that contains multiple options that preserve and build upon existing programs. Elements of the program should include:***

   a. ***Options that address equity issues of both geography (statewide coverage) and discipline (a sufficient array of courses available in a variety of disciplines).***
   b. ***Options that expand access to telecommunicated college credit courses for high school students.***
   c. ***Provision for public universities to receive state reimbursement for high school students enrolled in college-credit courses, as is currently permitted for community colleges.***
   d. ***Early advising for college-ready high school students from community colleges and universities to enable them to select appropriate participation in early options programs to meet their goals (e.g., enrichment, acceleration toward degree, transfer into majors, etc.).***
   e. ***State-subsidized options/financial incentives similar to other states (e.g., college tuition assistance, paying for Advanced Placement and International Baccalaureate tests to encourage students' test taking, support for staff development for high school teachers teaching college classes, etc.).***
   f. ***Options in professional/technical areas (college-level courses available for high school students in 2+2 programs) to facilitate acceleration toward college degrees.***

2. ***Public postsecondary institutions should identify high school students taking college-level classes as part of their enrollment process to facilitate state-level tracking of high school student enrollments in college courses.***

3. ***As PASS is implemented, develop/implement OUS policies for awarding Advanced Placement and/or college credit (articulated with K-12 CIM/CAM) to students who score at the highest levels on PASS proficiencies.***

Oregon High School Survey Report

Introduction

In fall 1997, the Joint Boards of Education requested that staff conduct an early options study. The study examines current policies and practices regarding the early participation of high school students in college courses and programs, as a first step toward determining the need for a more uniform Oregon early options program. Additionally, staff members have also gathered information from states that have moved toward more formal statewide early options programs (e.g., Minnesota, Colorado, Wisconsin, Washington, and Florida).

The context for this request came, in part, from passage of Senate Bill 919 (1997 legislature), which called for the Board of Higher Education to "continue experimentation with and implementation of various accelerated baccalaureate degree models at state institutions of higher education and applicable programs... (including) early entry and postsecondary options and models that are jointly developed with the State Board of Education."

Methods

To identify information about current policies and practices under way in Oregon, all high schools were asked to complete a brief survey to help build a statewide picture of current early options programs. During fall 1997, staff from the Oregon University System, the Office of Community College Services, and the Oregon Department of Education developed and finalized a survey instrument. The study anticipated many changes under way in Oregon high schools from school reform and revised college admissions (e.g., PASS/PREP) by including a variety of options currently in place or anticipated for implementation in the near future.

A listing of all high schools in Oregon was obtained from the Oregon Department of Education. This list, including both public and private high schools, totaled 320. The survey was mailed to all Oregon high schools on January 7, 1998. A reminder postcard was subsequently mailed to high schools that had not responded by February 5, 1998. The total number of respondents to the survey was 112 — a 35% response rate. Responses from high schools were coded in order to produce descriptive statistics and selective tests of significance. To facilitate tests of significance, schools were coded according to their size, defined by student enrollments. Schools with 299 or fewer students were coded as "small," schools with 300–999 as "medium," and schools with 1,000 or more students as "large." Using this system, among the respondents there were 47 small schools, 39 medium, and 23 large.

Schools were also categorized as "metropolitan" or "rural" so that issues of program location could be further studied. This resulted in 37% of the respondents being categorized as metropolitan high schools (41) and 63% as rural (69).

Although a response rate of 35% cannot be viewed as a representative sample of the full high school population, the diversity of respondents by location (metropolitan/rural) and size (small/medium/large high schools), with a greater participation rate of small and rural

schools, suggests that the findings of this study do offer useful descriptions of what is currently occurring in the way of early options programs.

Presentation of Findings by Survey Questions

1. ***What is the total number of students and teaching staff in your high school this year?***

   - The total number of students represented by respondent high schools to this study is 61,451.
   - The total teaching staff is 3,491.

2. ***Estimate what number of students participate in early college options programs at your high school during the regular school year.***

   - Respondents estimate that 6,660 students were participating in early college options programs of some type.

3. ***Estimate what number of students in a given year are capable of performing satisfactorily in a college-level class.***

   - Respondents indicate that 11,237 students are estimated to be capable of performing satisfactorily in a college-level class.

4. ***Is demand by students/parents/teachers for early college options increasing, declining, or staying about the same at your school?***

   - The majority of respondents (55%) indicate that demand from students for early options programs is increasing; 41% indicate demand from students is staying the same; 4% indicate demand is declining.
   - The majority of respondents (56%) indicate that there is increasing demand by parents for early options programs; 41%, demand is stable; 3%, demand is declining.
   - More than two-thirds of respondents (69%) indicate that demand from teachers for early options programs is staying the same; 25%, demand is increasing; 6%, demand is declining.

5. ***Overall, how satisfied are you with the options you provide for early college credit opportunities for your students?***

   - About half of respondents (49%) indicate they are "satisfied" with the options they provide for early college credit opportunities for their students, and 12% are "very satisfied"; 39% are "not satisfied."

6. ***What is the availability of Advanced Placement classes for students at the high schools?*** *(See page 41 for further information about Advanced Placement programs in Oregon.)*

   - Almost two-thirds of the respondents (70 or 64%) indicate that their schools do

provide students with Advanced Placement classes.

- The total number of students identified as taking Advanced Placement — all subjects totaled — is 6,731 (students may be counted more than once, because they may participate in more than one subject area).
- Some schools indicate they are planning to add Advanced Placement courses (26 schools or 24%). Only 3 schools indicate that they are planning to drop Advanced Placement courses (3%).

7. ***What is the availability of College High programs?*** *(See page 45 for further information about College High programs.)*

   - About one-third of the respondents (32 or 29%) indicate that they offer College High programs at their high schools.
   - The total number of students estimated to be participating in these College High programs is 2,034.
   - 19 respondents indicate that their high school plans to add College High programs (17%). None of the respondents indicate that they plan to drop College High programs at their school.

8. ***High schools sending students to community colleges to participate in courses.***

   - About half of the respondents (52 or 48%) indicate that their high school students regularly attend a community college for college-level credit courses.
   - The number of students estimated to be taking community college courses in this manner is 858.
   - 19 respondents (17%) indicate they plan to add the capacity to enable their students to attend community college for college-level credits. One school plans to drop arrangements with a nearby community college.

9. ***What arrangements do they have with community colleges delivering college-level courses at the high school?***

   - 23 of the respondents (21%) indicate that a community college delivers college-level credit courses at the high school.
   - The number of students estimated to be participating in this method of early options is 992.
   - 15 respondents (14%) indicate they plan to add this model of early college options (having community colleges delivering college-level credit courses at the high school). One school plans to drop its partnership program with a community college.

10. ***We regularly send students to four-year institutions for credit courses.***

    - 15 respondents (14%) regularly send students to four-year institutions for credit courses.
    - The number of students estimated to be obtaining college credits is 65.
    - 5 respondents (5%) indicate they plan to add partnerships that would enable them to send students to four-year institutions. One respondent plans to drop its partnership arrangement with a nearby four-year institution.

11. ***Four-year institution delivers credit courses at the high school.***

- 8 respondents (7%) indicate that four-year institutions deliver credit courses at the high school.
- The number of students estimated to be participating in this model is 149.
- 4 respondents (4%) indicate they plan to add the option of a four-year institution delivering credit courses at the high school. One respondent plans to drop its partnership arrangement with a four-year institution delivering courses at the high school.

12. ***We receive on-line computer, satellite delivery, or video-taped college credit courses within our school.***

- 17 respondents (16%) indicate that they receive technology-delivered college credit courses within the school.
- The number of students estimated to be participating in this option is 74.
- 14 respondents (12%) indicate they plan to add electronic receipt of college-level courses within their school. Two respondents (2%) indicate they plan to drop electronic access to college-credit courses.

13. ***Respondents were asked in an open-ended question, to comment on their satisfaction with technology-delivered options (multiple responses permitted).***

Commonly Mentioned Responses	Schools	%
Satisfied	12	11%
Dissatisfied	7	6%
Too expensive	8	7%
Better than nothing	1	1%
Limited student interest	2	2%

14. ***Indicate what, if anything, you would like to change about the early options college programs for students in your high school.***

- The most commonly mentioned change respondents identified is to "expand the options available to students" (48 respondents or 44%).
- Respondents (9%) indicate they "need support from colleges."
- 9 (8%) note they "need funding."
- 8 (7%) indicate their "school is too small, they are too far away, and that is a problem in providing early college options."
- 3 (3%) identify a "need to communicate more effectively with students about early college options programs."

15. ***Comment on the cost issues associated with the early college options programs you have available at your school.***

- The most common response by respondents (30 or 28%) is that "students help to

pay" for the early college options programs available at the school.

- 18 respondents (16%) indicate that "the school helps to pay."
- 15 respondents (14%) indicate that "there is too little funding" for early college options programs.
- 10 respondents (9%) indicate that "they budget for early college options programs and that maintaining them is not a problem."
- 10 respondents (9%) indicate that "it is cheaper than what the college charges."

16. ***How do you believe providing college-level study opportunities benefits your students and school?***

- The majority of respondents (46 or 42%) indicate that early college options programs provide "motivation for students to stay in school."
- 26 respondents (24%) indicate that early college options programs "provide an easier transition to college."
- 26 respondents (24%) indicate that early college options programs "broaden the high school curriculum."
- 15 respondents (14%) indicate that early college options programs "save students money" by offering them the opportunity to obtain college credits earlier.

17. ***Would you like to see statewide policies and/or a statewide incentive program available for students to facilitate participation in early college options programs? What sort of policies and/or incentives would you like to see available in Oregon?***

- The majority of respondents (59 or 54%) indicate they "would like to see statewide policies and/or a statewide incentive program available" for students to facilitate their participation in early college options programs.
- About one-third of respondents (39 or 36%) indicate "there is a need for state funding" to facilitate early college options programs.
- 20 respondents (18%) would "not like to see" statewide policies and/or statewide incentive programs.
- 9 respondents (8%) were "not sure."
- 8 respondents (7%) indicate that they would "need cooperation from colleges."
- 2 respondents (2%) indicate they would "need help in identifying students to participate" in early college options programs.
- 3 respondents indicate that they "do not want to see the high schools penalized for early graduation" by students as a result of participating in early college options programs.

Significant Respondent Differences by School Type

To determine if responses differed by type of responding school (small, medium, large schools and/or metropolitan, rural), key questions were analyzed at the 0.05 level of significance (*note: this is a less than 1 in 20 chance that the results could have occurred due to chance*). Significant findings reveal that:

School size makes a difference:

— In whether schools have Advanced Placement programs: 55% of small schools, 62% of medium-size schools, and 87% of large schools offer Advanced Placement programs as an early college option for their students.
— In whether the school offers community college courses at the high school: 11% of small schools, 26% of medium-size schools, and 35% of large schools offer the option of community colleges providing courses at the high school.
— In whether high schools have a program to let students take courses at a four-year institution: 2% of small schools, 18% of medium-size schools, and 30% of large schools have programs in place to enable high school students to take college-level courses at four-year institutions.
— On benefits of early college options programs: 23% of small schools, 13% of medium-size schools, and 44% of large schools mention that such options "make the transition to college easier."
— On whether there should be statewide policies on early college options: 13% of small schools, 31% of medium-size schools, and 9% of large schools indicate "no."
— On what high schools would like to change in terms of their early college options: Only on the issue of being too small and far away from colleges is there a significant difference by size of schools. All those mentioning being "too small and far away" from colleges are small-size schools (eight schools made this comment).

School size does not make a difference:

— In terms of the demand for early college options by students, parents, or teachers.
— In terms of the satisfaction administrators have with their current early college options.
— In whether schools plan to add or drop Advanced Placement courses.
— In whether the school offers a College High program.
— In whether the school has a program to let students take courses at a community college.
— In whether high schools have a program to let students take four-year institution courses at the high school.
— In whether they have a program to let students take courses by satellite or in the nature of the remarks about technology-delivered options.
— On comments about cost issues associated with early college options programs at the high school.

On tests of significant difference for metropolitan/rural, the only areas of significant difference by metropolitan/rural are as follows:

Location of schools makes a difference:

— In terms of plans by high schools to drop Advanced Placement courses: All three schools that indicate they plan to drop Advanced Placement courses are "metropolitan" high schools.

— In the number of schools offering community college programs at the high school: 30% of metropolitan high schools and 16% of rural high schools offer community college–credit courses at the school.
— In the number of high schools indicating they send students to community colleges for courses, differences almost reached a significant level (0.07): 50% of metropolitan high schools and 42% of rural schools send students to community colleges for courses.
— In the number of schools offering programs at four-year institutions: 23% of the metropolitan high schools do offer their students the option to take courses at four-year institutions, but only 9% of the rural schools do. Presumably this is because the rural schools are not geographically close enough to four-year institutions to enable such options to be available to their students.
— In terms of comments about technology-delivered options for early college options programs at the high school: All of the comments about the expense and lack of trained people being involved in technology-delivered options come from rural schools (eight schools made such comments). In the same vein, only eight rural schools indicated that they are too small or too far away to offer early college options programs.
— In terms of needing state funding assistance: 25% of the metropolitan schools indicate that they needed state funding, and 42% of the rural schools identify this as a need.

Comments from High Schools

Respondents were asked to provide comments about early college options programs in a number of open-ended questions. Responses are provided below, along with the type of school the respondent is representing (small/large high school, rural/metropolitan).

Need for expansion of early college options programs.

- "Would like to offer college-level courses as opposed to AP courses." *(large metropolitan high school)*
- "Would like to have more places in the PCC Partnership." *(small metropolitan high school)*
- "Would like to have a program like (WA) Running Start." *(medium metropolitan high school)*
- "Need tech/prep and college courses to meet our students' needs and give them hope for a promising future." *(small rural high school)*
- "Provide more on-site AP classes." *(medium rural high school)*
- "More classes on video because of the distance we have to travel." *(small rural high school)*
- "We are satisfied with current system — it meets our needs nicely." *(medium metropolitan high school)*
- "Looking to expand options that can offer dual credit, such as the CAM programs and our technical preparation programs." *(large metropolitan high school)*
- "Greatly extend the options. It is becoming difficult for our students to compete with out-of-state students when our students apply to out-of state schools." *(large metropolitan high school)*
- "We seem to have a balance. Parents want options. Students often begin but do not continue college-level courses." *(medium rural high school)*
- "Continue to expand our programs, particularly on-line, 2+2, and Step Ahead

programs." *(small rural high school)*

- "Want to do more for TAG students." *(medium rural high school)*
- "So busy with CIM, CAM mandates that early options haven't been a priority." *(medium rural high school)*
- "Should be easier to access and cost less." *(small rural high school)*
- "Would like to offer further college credit classes taught by our staff, but retirements have not made this possible." *(medium rural high school)*
- "We need more, and need staff acceptance of these opportunities." *(medium rural high school)*

We need support from colleges for expanded early college options.

- "Would like our district to contract with COCC to offer college-level courses instead of using the AP program." *(large metropolitan high school)*
- "Would like to have teachers willing to work with LBCC to offer many of the LBCC classes on campus, taught by our faculty." *(small rural high school)*
- "College departments and schools supporting the early enrollment and development of identical CAMs." *(large metropolitan high school)*
- "Offerings in science needed. Lewis and Clark and BYU need to accept our credits." *(large metropolitan high school)*
- "Our local community college does nothing to facilitate this option. Our local students are at a disadvantage compared with other schools in this state." *(medium rural high school)*
- "Need to know further in advance what local CC will be offering. Would be helpful if some course sections were scheduled more closely to our calendar and school-day times." *(medium metropolitan high school)*
- "Portland State has become concerned about our trimester schedule and allowing French 201, 202, and 203 and same level Spanish courses to continue." *(large metropolitan high school)*

We need additional funding for early college options programs.

- "Budget cuts necessitated dropping one full year of college English and mathematics for accelerated seniors and a cooperative work experience program that collectively served the needs of 70 students." *(medium metropolitan high school)*
- "Offer options without cost to students." *(large metropolitan high school)*
- "We would like our students to be eligible for financial aid." *(medium metropolitan high school)*
- "Would like more in the future, but dollars drive decisions." *(large metropolitan high school)*
- "Find a way to help students from low-income families pay for courses." *(medium rural high school)*
- "We would like to add more AP classes, but budget restrictions on staffing make it impossible now." *(small rural high school)*
- "Would like to offer AP courses in the school. Money won't allow." *(small rural high school)*
- "Would like to have early graduation, but administrative dollars penalize that. If schools were given incentives, it would be an effective vehicle for directing students into an early college program." *(small rural high school)*

What would you like to change about your early college options program?

- "Problem is geographic. Students have to travel too far. Staff and school size is too

small for specialized or advanced classes." *(small rural high school)*

- "Being small, we have to 'catch as catch can.' Also, being small, it's difficult to align with a CC or four-year." *(small rural high school)*
- "I would like to increase our opportunities, but we are a small school." *(small rural high school)*
- "More classes on video because of the distance we have to travel." *(small rural high school)*
- "More availability to our remote school. Since we are small, it may not be cost-effective to help a few students." *(small rural high school)*
- "Transportation causes us the most grief. We are 20 miles from a community college." *(small rural high school)*
- "More information on options for our students." *(small rural high school)*
- "Better communication to parents and students about our program." *(medium rural high school)*
- "We would like to encourage more students to take advantage of the options here." *(large metropolitan high school)*

Comment on cost issues associated with early college options programs.

- "AP classes do not impact cost issues." *(medium rural high school)*
- "Our agreements with (local CC and four-year) are very appropriate and inviting to students." *(large metropolitan high school)*
- "We have a budget for this option." *(medium rural high school)*
- "Not an issue. Always seen as a huge bargain." *(medium rural high school)*
- "Budget options are strangling options for accelerated students. Fewer options are available, while sports budgets are maintained." *(medium metropolitan high school)*
- "Staffing issues." *(large metropolitan high school)*
- "Very costly." *(small rural high school)*
- "Satellite course for a few students are cost-prohibitive." *(small rural high school)*
- "Have cut staff for seven of last 10 years. Hard to offer accelerated classes with a shortage of staff." *(small rural high school)*
- "School board has limited tuition reimbursements due to budget restraints." *(small rural high school)*
- "Ridiculously expensive, even with the college credit." *(small rural high school)*
- "Some students attend at their own expense." *(small metropolitan high school)*
- "Only 20% of our students go to college, but our school places great emphasis on AP programs to the detriment of the majority. Since we have local community college, let them (smart students) do college options and let us educate the rest." *(large metropolitan high school)*
- "Financial cost is provided by parents." *(medium metropolitan high school)*
- "Costs make courses unavailable to some students." *(small rural high school)*
- "Cost of four-year prohibitive for most students, and cost of CC is difficult for some." *(large metropolitan high school)*
- "Students pay a reasonable cost for the credit (taught at high school)." *(large rural high school)*
- "Just like most things — those that can afford it, do it." *(small rural high school)*
- "District funds 78 places a year; each high school is allotted places based on enrollment." *(small metropolitan high school)*
- "Free or very cheap." *(small rural high school)*
- "Pay for credits. Drain on budget, but worth it for kids." *(medium rural high school)*

- "When we consider thousands spent on special education, it seems right to allocate equal money to early college options." *(small rural high school)*
- "We reimburse students for classes successfully completed at community college. We budget $13,000 a year for this program." *(large metropolitan high school)*
- "We budget $15,000 to cover costs for our distance learning. This covers tuition, books, and all costs. This makes it possible for us to offer a wider array of classes at a reasonable cost." *(small rural high school)*
- "Students pay $15 per term. School district picks up the remainder." *(medium rural high school)*
- "Currently use TAG funds for classes at community colleges." *(medium rural high school)*
- "Cheaper than four-year schools, but still too expensive for some students." *(medium rural high school)*
- "College High is fairly inexpensive for students, and university courses are much more." *(medium rural high school)*
- "Students benefit from a reduced fee." *(medium rural high school)*
- "Generally perceived as cost-effective compared with tuition rates." *(large metropolitan high school)*

How do you believe providing college-level study opportunities benefits your students and school?

- "Advanced students benefit from the opportunity to transition from high school to college. They earn dual credit, generate enthusiasm, and add to the academic climate at school." *(medium metropolitan high school)*
- "Some students are ready for college-level study at an early age, so they benefit academically from such opportunities." *(large metropolitan high school)*
- "Allows talented students challenges beyond normal course offerings." *(medium rural high school)*
- "Students who take these courses are often enthusiastic about the challenges." *(small rural high school)*
- "Some gain in student desire to achieve." *(small rural high school)*
- "Helps keep students enrolled in our school." *(medium rural high school)*
- "Challenging curriculum for TAG students." *(medium rural high school)*
- "Those students motivated academically can progress as fast as they would like, and we pay the bill!" *(small rural high school)*
- "Challenges students; keeps upper-level, at-risk students involved." *(small rural high school)*
- "Exposes students to other people, opportunities, diversity." *(small rural high school)*
- "If underclassmen see upperclass students taking college-level courses, it may increase academic expectations those underclassmen place on themselves." *(small rural high school)*
- "Challenging classes for seniors who need to be pushing themselves harder." *(medium rural high school)*
- "It gives them an introduction to college-level work that may make the transition easier." *(small rural high school)*
- "Provides a realistic look at what is required from college courses and demonstrates that earning high grades in high school doesn't necessarily mean the student has the knowledge, skills, or aptitude to do well in college classes." *(small rural high school)*
- "Allows students to try out college and still have the support of HS teachers." *(medium rural high school)*

- "May provide students with the realization they have skills to be successful in college." *(large metropolitan high school)*
- "Helps get student college credit cheaper." *(medium rural high school)*
- "Students are able to complete college credits prior to entering college, which saves dollars and time." *(small rural high school)*
- "Limited math and science, so CC placement helps students for whom our curriculum has been exhausted." *(small metropolitan high school)*
- "Gives students useful class options rather than filling time with hollow electives." *(medium rural high school)*
- "It allows a small school like us to offer a wider variety of classes to our students." *(small rural high school)*
- "It is an advantage for our school in attracting good students interested in high academics." *(small rural high school)*
- "College-level studies maximize opportunity for student achievement, and the greater the success of the student, the greater the success of the school." *(small rural high school)*
- "Levels the playing field, so rural high school students are able to take the same classes as city school students." *(small rural high school)*

Would you like to see statewide policies/incentive program available for students to facilitate participation in early college options programs? What sort of policies/incentives would you like to see available in Oregon?

- "Yes, if it is not mandated." *(small rural high school)*
- "I would like to see more vocational options — perhaps CCs could have programs serving several high schools — but I wouldn't want this to cut funding to regular high schools." *(small metropolitan high school)*
- "Policies and incentives should center around credit granted." *(large metropolitan high school)*
- "Some students should be allowed to complete college coursework in their junior and senior years, and advanced students could graduate from high school with an associate degree." *(large metropolitan high school)*
- "Not that much demand here yet." *(medium rural high school)*
- "Our kids don't need incentives; they just need the opportunity!" *(small metropolitan high school)*
- "Leave to individual districts to decide." *(small rural high school)*
- "Not important at this time." *(large metropolitan high school)*
- "Worry that all students have basic skills first." *(small metropolitan high school)*
- "What we have is working. Most beneficial program would be to train teachers to teach AP courses." *(large metropolitan high school)*
- "We have too many statewide policies already." *(medium rural high school)*
- "Stay out of policy-making business. If it isn't broke, don't fix it." *(medium rural high school)*
- "Not sure, but would be interested in reviewing sample incentive programs." *(small rural high school)*
- "Since we are a private school, we aren't sure how such policies or programs would affect us." *(medium rural high school)*
- "Tuition waivers and vouchers needed for depressed areas, such as our community." *(medium rural high school)*
- "Reduce cost of classes taken by high school students. Mileage paid to students that travel over 10–15 miles." *(medium rural high school)*

- "Would like to tie in early college with the CAM. If student declares career interest early, then line up industry to help." *(small rural high school)*
- "Our interests are in equity; provide options to students without cost barriers." *(large metropolitan high school)*
- "Would like less expensive tuition charge for high school students (or financial aid help)." *(medium rural high school)*
- "Only if it is funded fully from the state!" *(medium rural high school)*
- "Help with transportation costs for students." *(medium rural high school)*
- "Provide opportunities equal to what is spent on special education." *(small rural high school)*
- "Some sort of incentive program to motivate high school students." *(small rural high school)*
- "Scholarship programs for those unable to pay." *(medium rural high school)*
- "Funding for extra-duty payment to teachers." *(small rural high school)*
- "Tuition reimbursement based on high assessment scores." *(small rural high school)*
- "Need help with availability of instructors at the high school, especially with high school outside easy commute range." *(small rural high school)*
- "Statewide acceptance of college-level courses taken by high school students should be honored by all higher education institutions." *(large metropolitan high school)*
- "Need contracted agreements between high schools and colleges." *(medium metropolitan high school)*
- "Cooperation among the state institutions on standards." *(medium metropolitan high school)*
- "Proficiency-based courses that students must demonstrate to receive credit." *(large rural high school)*
- "Some kind of verification process lest dollars be wasted on students who are not ready." *(medium rural high school)*
- "Why would schools want to help kids leave early when the school's funding is solely intended to keep them there until June?" *(small rural high school)*

Policies/Practices in Other States

Introduction

An important component of the Joint Boards Early Options Study was to identify policies and practices under way in other states that permit college-ready high school students to begin college-level work. Question #3 of the study specifically asked: *How does Oregon's level of current programming/options compare to other states such as Washington's "Running Start Program," or Minnesota's/Colorado's "Early Options Programs"?* To learn more about the national context for early options programs, staff conducted a review of the literature and gathered information about policies and practices from other states.

The Literature on Early Options Programs

Numerous reports note that state legislatures nationwide are looking at the cost of educating students as the state's investment in students, from early childhood through baccalaureate programs, continues to rise. There is an increasing emphasis on having students achieve a specified level of educational attainment with the greatest cost-efficiency to the state, regardless of the time it takes to meet this standard, i.e., 16 or fewer years. Numerous strategies have been proposed for shortening the time to college degrees. The State Higher Education Executive Officers (SHEEO) in 1994 identified the following list of strategies available to states:

1. Control/reduce number of credits required for the degree by colleges/universities.
2. Increase the use of acceleration mechanisms while students are in high school (Advanced Placement, dual enrollment, etc.).
3. Maximize summer school during the college years.
4. Foster the use of technology and distance learning.
5. Compress semesters/terms within postsecondary institutions.
6. Offer financial awards to postsecondary institutions that institute acceleration mechanisms.
7. Return fiscal savings to postsecondary institutions to support these types of efforts.
8. Limit state-subsidized education.
9. Reward faculty directly.
10. Award degrees for competency attainment.
11. Establish college graduation awards for student (financial).
12. Limit course credits (e.g., in general education, in college majors) to define adequate progress toward a college degree.
13. Implement an excessive credit surcharge.
14. Increase full-time credit loads and consider block tuition.
15. Improve academic advising.
16. Provide tuition rebates for using selected technologies or course time periods.
17. Allow elective credit for service learning/internships.

The Florida Postsecondary Education Planning Commission surveyed states in 1995 to assess the use of mechanisms states were discussing, and/or had implemented, to

shorten time or credit to degree. All the responding states reported interest in the topic; however, only a couple were actively working on time-shortened degrees at that time.

Early college admissions programs have long been acceleration mechanisms available to states (Robertson-Smith, 1990). The AP and CLEP programs were established by the College Board in the 1950s.

- AP allows secondary students to take college-level foundation courses while still in high school; they receive advanced standing once they matriculate to a postsecondary institution, if they meet passing scores on AP examinations administered by the College Board. The cost of each AP test is $74; most students taking AP in high school take about two examinations.

- CLEP examinations enable students to test out of beginning-level courses at postsecondary institutions. The cost of each CLEP examination is $44 (plus any applicable test-center administration fee).

A more recent college-level program offered in high schools, developed about 20 years ago, is the International Baccalaureate program.

- The IB is a rigorous preuniversity course of study that meets the needs of highly motivated high school students. All IB diploma candidates are required to engage in the study of languages, sciences, mathematics, social studies, and literature. Each examined subject (testing occurs in six areas; students must score at the higher level in three subjects, and three may be at the subsidiary level). Approximately 70–75% of diploma candidates nationally earn the diploma. The student who does not satisfy the requirements of the full program is awarded a certificate for the examinations competed. Testing in all six exams costs about $600. Students may participate in IB classes without taking the IB examinations. Universities in the U.S. typically count IB examinations as they do AP examinations; five quarter credits may be awarded for each higher-level subject passed with an examination score of 5 or higher (IB scores range from 1 to 7,with 7 being the highest). Students may receive anywhere from 12 to 18 college credits if they perform at the highest levels on the IB examinations.

There is wide acknowledgment in the literature of both the benefits of — and concerns about — providing high school students with early college-level opportunities (National Association of Secondary School Principals Report, 1982). Most early options programs emphasize college-level curriculum that is available in the high school. Students are typically required to pass tests at the end of courses, which can be costly. Once students move into college, they may not necessarily be relieved of college-level requirements. In some cases, the number of credits required for college graduation is not reduced by students entering with AP credits. There are many questions about whether the college-level courses offered in high school are, in fact, college level. The national pass rates for students taking CLEP, AP, and IB programs suggest that many students are not yet doing college-level work. The fault may not lie with the students. Courses to develop students' knowledge and skill may be inadequately taught, and/or students may not be adequately

advised about preparation for these tests or what constitutes college-level work.

Many colleges provide courses directly to high schools with the rationale that this provides greater assurance of college-level instruction (and credit) than would be provided in AP courses (Smith, 1979). The literature depicts several liabilities when courses are provided at high school sites:

- difficulty maintaining a suitably serious atmosphere in a high school environment,
- excessive workload for the high school teacher selected to teach the university-level course,
- teacher-dominated class discussions,
- territorial jealousy displayed by high school teachers of "regular" classes, and/or
- college courses offered at high schools generally regarded to be more expensive than AP courses.

Concurrent enrollment options are also prevalent in colleges. A representative sample of American higher education institutions in 1982 found that 87% of institutions were admitting qualified high school students prior to high school graduation (Fluit and Strickland, 1982). Reisberg (1998) reported that at least 38 states have formal "dual enrollment" programs, whereby high school students can participate in college courses while, at the same time, accumulating credits that count toward the high school diploma. Greenberg (1989) found the following benefits of concurrent enrollment programs:

- acceleration of progress for students
- reduced tuition costs
- reassurance for parents concerning their children's ability to handle college-level academic responsibilities
- relief of high school senior boredom
- productive interaction between high schools and colleges
- improved high school faculty status
- enhanced high school standing
- facilitated student recruitment
- grant opportunities
- school–college faculty interaction
- enhanced college–community relations
- social equity

Concurrent enrollment programs have been generally more successful (more students participating) when the student tuition costs are covered (Wilbur, 1982). For example, Florida's Postsecondary Education Planning Commission reports that enrollments in AP courses increased dramatically after its funding incentive program was implemented (Blanco, 1995).

More recently, some states (e.g., Colorado, Minnesota, and Washington) have moved to additional mechanisms for early college options programs by passing legislation and/or establishing other policies regarding the availability of early options programs, as well as providing incentives (subsidies) for high school students to attend postsecondary

institutions. Such programs enable students to attend nearby colleges at reduced tuition rates. This college work also meets high school requirements, so that high school graduation is not delayed and students earn college credits. A significant challenge to expansion of these programs is financial; do the dollars available to educate a 12th grader flow to the college or stay with the high school? Also, there is the perception that the instructional/social setting of secondary schools is more conducive to the teaching–learning process for adolescents than the college setting (NASSP, 1982).

Survey of States

In January 1998, an e-mail query was posted to the SHEEO listserv, seeking responses to a variety of questions about states' early options practices, programs, and/or policies. Specifically, information was sought about:

- the existence of accelerated baccalaureate degree programs,
- the existence of state-mandated early options programs,
- the number of students participating in such programs in the state, and
- state funding mechanisms or plans for any such programs.

To date, 31 states have replied to the survey, providing varying levels of detail to the questions posed. State-by-state summaries of the e-mail responses and other materials forwarded to OUS are attached at the end of this section, along with a state-by-state summary of a survey conducted by SHEEO in 1997 regarding states' dual-enrollment practices (pages 32–40).

Summary of Responses

Accelerated Baccalaureate Policies. Of the 31 states responding to the survey, only Florida reported a policy specifically directed at degree acceleration. The "acceleration mechanisms" addressed in statute are Advanced Placement, dual enrollment, and International Baccalaureate. The purpose of these programs, as stated in law, is to:

> Serve to shorten the time necessary to complete the requirements associated with conference of a degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject.

Early Options Programs. Fourteen of the responding states have specific laws or policies addressing early options programs: Arizona, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Michigan, Minnesota, North Dakota, Ohio, Oklahoma, Virginia, and Washington. These laws encourage, mandate, and/or provide financial incentives for an array of programs including AP, IB, CLEP, and dual enrollment. The costs of testing and/or tuition are generally subsidized by the state, though at varying levels. For examples of state subsidies, see the following paragraph describing dual-enrollment programs.

Dual-Enrollment Programs (College/High School). Twenty-three of the 31 responding states indicated they have programs involving dual (high school/college) enrollment, concurrent enrollment, and/or dual-credit programs. These states are listed below, with

parenthetical comments regarding program funding (where such information was made available):

Arizona	Student pays tuition.
Colorado	For 12th graders who fulfill graduation requirements, school district pays the tuition.
Florida	The state provides funding.
Georgia	Student pays tuition; district loses ADA for portion of day student not in high school.
Idaho	Costs are borne by either the high school or the student.
Iowa	School districts pay tuition, fees, books, and materials.
Kansas	There are funding incentives for community colleges.
Michigan	Local school district pays tuition and fees.
Minnesota	High school students take postsecondary classes at state expense.
Missouri	Students pay discounted tuition.
Nevada	No comments provided.
New Jersey	No comments provided.
New Mexico	High schools/postsecondary institutions both funded; high schools pay tuition and fees on behalf of the student.
North Carolina	Student pays tuition.
North Dakota	Student generally pays tuition, which is sometimes discounted when courses are offered on the high school campus.
Ohio	State pays tuition, fees, and books for some students.
Oklahoma	No comments provided.
Oregon	Student generally pays tuition, though some school districts may cover a portion of the costs.
South Carolina	Individual institutions offer programs on high school campuses; student pays tuition.
Utah	No comments provided.
Virginia	High schools generally pay student's college tuition; students buy the books.
Washington	State pays tuition for 11th and 12th graders enrolled in college courses through the Running Start program.
West Virginia	Under Board policy, tuition/fees discounted for high school students taking college courses.

Advanced Placement. Seven of the responding states indicate that some form of state subsidy is available for Advanced Placement and/or International Baccalaureate courses: Colorado, Idaho, Florida, Georgia, New Mexico, Oklahoma, and South Carolina. The subsidy provided is typically payment for taking the AP examination or for payment of an examination that results in college credit. The College Board identifies, at *College Board Online*, 13 states, the District of Columbia, and a federal program that pay all or some of the AP examination fees for students; nine other states provide other forms of support, as depicted on page 31.

Examples of Four States with Dual-Enrollment Incentive Programs

Washington

The 1990 Washington legislature created the Running Start (RS) program as part of the Learning by Choice law designed to expand educational opportunities for public high school students. RS initially allowed qualified 11th and 12th graders the opportunity to take college courses at community colleges/technical colleges. Because community colleges are not local

to each school district, the 1994 legislature expanded the program to include Central and Eastern Washington Universities and Washington State University.

Students enrolled in RS earn high school credits and as many as two years of college credit simultaneously without paying college tuition, though they must purchase their own books, supplies, and transportation. Funding is still an issue; e.g., high schools have requested additional resources to provide more extensive counseling required by RS students. The following impacts/results have been noted:

- The ability to maintain comprehensive AP programs in high schools is being diminished as students select RS courses.
- The State Board of Education has the responsibility of setting how earned college credits are applied to high school graduation; the recommended/approved ratio of five quarter credits or three semester credits equals one high school credit.
- 6–7% of Washington's juniors and seniors currently participate in RS, and the program's popularity continues to rise. In 1996–97, 10,250 juniors and seniors participated; in 1997–98, 11,476 students were enrolled (out of 160,000 total juniors and seniors in the state).
- Funding for RS was designed to compensate colleges for their costs. Colleges are reimbursed about $75 per credit for academic programs and $95 per credit for vocational programs by K-12 districts. K-12 districts retain 7% of funds for administration, overhead, and counseling. Part of the K-12 appropriation per student goes to the community colleges to cover courses taken at community or four-year institutions.

Another current dual-enrollment effort is the College in the High School Program (CHP), which provides college-level courses to students at high school locations. Courses are taught by high school or college faculty who are qualified to teach according to state standards. Students normally receive both high school and college credit. CHP is administered by local high schools and colleges through locally developed agreements. In 1997–98, 21 colleges and universities served 3,585 students through CHP.

Colorado

Colorado implemented a state-mandated college credit options program for high school students as a result of its Postsecondary Enrollment Options Act, passed in 1988. This program provides various options for high school students to take classes offered by higher education institutions and receive credit at both the high school and the college. More than 2,000 students (2,256 in 1995) participate statewide each year — about 6.4% of Colorado's high school seniors.

Colorado also has instituted an Advanced Placement/International Baccalaureate Reimbursement Program. The state reimburses examination fees for AP or IB exams that result in college credit. The current state funding is $600,000 per year for examination subsidies; 1,454 students participated in 1997 — 3.9% of Colorado's seniors.

Colorado's High School Fast Track Program is open to 12th graders who have fulfilled high school graduation requirements. Students may take one or more postsecondary courses for college credit. The school district pays student tuition as much as 75% of per-pupil operating revenue as defined in Colorado statute. Higher education institutions may claim FTE funding for these students (data unavailable on the number of students in this program).

The state's funding approach to these programs is as follows: A student enrolled in high school/college courses concurrently is counted toward the school district's enrollment, thereby generating per-pupil operating revenues. School districts pay colleges for those courses that count toward the student's high school diploma. School districts may also reimburse colleges if they have contractual agreement beyond the Postsecondary Enrollment Options Act. Tuition is the same amount as that charged a regularly enrolled resident student. In 1994–95, 30 Colorado colleges/universities and 114 Colorado school districts participated. School districts paid $1,119,140 in tuition that year.

Minnesota

Minnesota's Postsecondary Enrollment Options Program was adopted as a result of state legislation in 1985. It allows 11th and 12th grade students the opportunity to take postsecondary classes at state expense. Students participate in the program primarily to get a "head start" on college credits and to save on postsecondary costs.

In 1994–95, 87 postsecondary campuses (public, private, two-year, four-year) enrolled secondary students in college-credit courses. In 1994–95, 6% of Minnesota's public high school juniors and seniors took courses through the program (6,671 participants; 112,989 total juniors and seniors). The following major impacts have been noted:

- In 1993–94, local expenditures for K-12 districts decreased about $11.8 million and the state's postsecondary costs increased by about $16.3 million as a result of the shift of high school students to colleges throughout the state.
- The program has grown continuously since 1985, enrolling 3% at the program's inception and 6% in 1994–95.
- Over time, students have increased involvement in the program by participating longer and by taking more postsecondary credits.
- At the community colleges, state universities, and the University of Minnesota, the most popular courses were in the social sciences, followed by language arts, and then math.

Florida

Since the 1970s, Florida has had structures in place to facilitate student acceleration through the postsecondary sector. The three main acceleration mechanisms utilized are Advanced Placement, dual enrollment, and International Baccalaureate. Starting in 1984, the Florida legislature provided for additional financial support for the following mechanisms:

- For every Advanced Placement exam grade of 3 or higher, school districts receive extra funding (0.24 FTE), which they use to pay exam fees for students, provide in-service training of teachers, or purchase classroom materials. Since the legislation was enacted, participation has grown steadily. (In 1996, more than 32,000 students took almost 55,000 exams.)

- For the dual-enrollment program, the school district, as well as the postsecondary institution, receives FTE funding for each student. For the student, there are no fees for application, tuition, labs, or textbooks. The number of students participating in dual-enrollment programs has also increased steadily. A recent report notes that participation in the dual-enrollment programs enables students to save time and money and enrich their college program with advanced courses related to their career.

- For the International Baccalaureate program, the school district receives an additional 0.24 FTE for each IB exam grade of 4 or higher, plus 0.3 FTE for each IB diploma. The majority of the additional funding is used for faculty training. Florida currently has 28 IB programs, making it second (behind California) in states with the most IB-authorized schools.

Support for AP Exam Fees for Students

State	Year Begun	Amount	Type of Support
Arizona			Grants for minority students, professional development
Arkansas	1995	$375,000	Professional development, supplies, fees of low-income students
Colorado	1996		Reimburses students who receive credit through AP by tuition reductions
District of Columbia	1989		Exam fees, professional development
Florida	1984	Approximately $13,000,000	Up to each district, but 85% must be used for AP (professional development, fees, supplies); 30 large districts pay the fee
Georgia	1992	$1,600,000	Pays exam fees
Indiana	1991	$600,000	Exam fees for math, science, English language. Mandates at least two AP courses. Professional development. Has AP advisory council
Kentucky	1985	$265,000	Special diploma with fee reimbursement
Minnesota	1992	$1,875,000	Pays for exam fees (public/nonpublic), professional development, and AP scholarships. Publishes college AP policies. Has AP advisory council
New Mexico	1994	$200,000	Fees for minority and low-income students, professional development, vertical teaming, supplies
Oklahoma	1996	$4,000,000	Professional development, supplies, school incentives
South Carolina	1983	$1,500,000	Pays fees for juniors and seniors; mandates summer institutes for new teachers and pays for them; mandates school participation and college acceptance, and students must take exams
Texas	1993	$1,000,000	Pays $25 toward fee for low-income students and extensive professional development. Mandates advanced programs
Wisconsin	1993		Mandates college acceptance. Has AP advisory council. Pays exam fees for low-income students
Federal grant	1998–99	$3,000,000	Grants to states pay exam fees for low-income students after College Board fee reduction
		Other Forms of Support	
California			Mandates college acceptance and funds professional development
Maine	1987		Reimburses up to 98% of AP expenses in low-income districts through Talented and Gifted Office
Massachusetts	1996	$500,000	Funds for professional development and materials. Has AP advisory council
Mississippi	1991		Funding through Talented and Gifted Office
Missouri	1993	$389,000	Funds two AP centers and professional development and publishes college policies
North Carolina	1994		Mandates weighted grades and publishes college policies. For two years, paid fees for low-income students and one-third of others' fees
Utah	1985	$450,000	Grants to schools for supplies, professional development, other AP costs
Virginia	1993		Requires every high school to offer two AP courses, offers special diploma
West Virginia	1988	$190,000	Has AP advisory council/center, funds professional development, mandates college acceptance, publishes college policies

High School Students Taking College Courses for Credit*

Alabama	State Board of Education has a policy on this for two-year colleges. The Commission on Higher Education is currently working with them to establish a statewide policy on early admission and dual enrollment.
Arkansas	Dual credit is permitted by state law.
California	Programs exist; no further information provided.
Colorado	State offers Postsecondary Enrollment Options, senior to sophomore program.
Connecticut	Community colleges and University of Connecticut have separate programs.
Florida	State offers Advanced Placement, International Baccalaureate, and dual-enrollment programs.
Georgia	State offers Postsecondary Enrollment Options and Joint Enrollment Programs.
Hawaii	Programs exist; no further information provided.
Idaho	State offers Advanced Placement and dual-enrollment programs.
Illinois	Programs offered, especially at community colleges.
Indiana	Programs exist; no further information provided.
Iowa	State offers Postsecondary Enrollment Options and Advanced Placement programs.
Kansas	Programs exist; no further information provided.
Kentucky	State offers dual-credit programs.
Maine	Programs exist; no further information provided.
Maryland	State offers concurrent enrollment programs (system-level).
Massachusetts	State offers dual-enrollment programs.
Michigan	Programs exist; no further information provided.
Minnesota	State offers Postsecondary Enrollment Options.
Mississippi	State offers Advanced Placement programs.
Missouri	State offers Advanced Placement and dual enrollment in high school (dual-credit) programs.
Montana	State offers Advanced Placement, CLEP, and Dante challenge exams.
Nebraska	In the Comprehensive Statewide Plan, the Commission supports programs for academically qualified high school students: Advanced Placement, dual enrollment, and courses offered in the high school by traditional classroom delivery, instructional technology, or a combination.
Nevada	State has implemented a new distance education initiative.
New Hampshire	In the USNH and Community Technical College System, programs exist, but no further information is provided.
New Mexico	State funds concurrent enrollment and Advanced Placement exam fees.
New York	Many schools and colleges have been engaged in these activities for some time.
North Carolina	State supports Advanced Placement and International Baccalaureate courses in a variety of ways.
North Dakota	State offers Advanced Placement and dual-credit enrollment programs.
Ohio	State offers Postsecondary Enrollment Options Program.
Oklahoma	The State Regents' policy encourages the concurrent enrollment of high school students as well as Advanced Placement and International Baccalaureate programs.
Oregon	Individual campuses may offer college classes to high school students for credit, but tuition flow is very problematic for the four-year sector.
Pennsylvania	According to the State System of Higher Education, programs exist; no further information provided.
Rhode Island	Programs exist; no further information provided.
South Carolina	Institutions may offer college courses at high schools where high school students enroll for credit.
South Dakota	State offers dual-enrollment and Advanced Placement programs.
Tennessee	Programs exist; no further information provided.
Texas	State law provides for dual credit.
Utah	State supports concurrent enrollment.
Virginia	State policy is to encourage as many forms of college-credit work as possible and to assess the results. These include dual-enrollment, dual-credit, Advanced Placement, and International Baccalaureate programs.
Washington	State offers Running Start and College in the High School programs.
West Virginia	A policy is now being developed. To this time, systems have independently adopted initiatives that encourage more opportunities for high school students to take college courses.
Wisconsin	The recent policy is to encourage high school students to participate in programs to earn college credits, such as Advanced Placement and Postsecondary Enrollment Options programs.
Wyoming	State offers dual/concurrent enrollment programs.

* Source: *State Higher Education Executive Officers (1998). Statewide College Admissions, Student Preparation, and Remediation Policies and Programs. Boulder, Colorado.*

Summary of State Responses to Early Options Programs/Practices Survey

Arizona

- Northern Arizona University offers an accelerated baccalaureate program.
- Credit options are mandated after a fashion. Since 1984, a law on the Arizona books has mandated that students under the age of 18 be allowed to enroll in community college and university courses if they qualify, even if they have not yet graduated from high school. From this sprung the practice of concurrent enrollment — community colleges offering courses on high school campuses taught by high school instructors, who are certified to teach these courses and who use community college syllabi and texts. Though some community college and university faculty are concerned about the rigor of these courses, they are accepted in transfer.
- The student pays tuition. No special rates and no transfer of per diem are offered.

Colorado

- Unaware of accelerated baccalaureate degree programs.
- The state mandated college-credit options for high school students under the 1988 Postsecondary Enrollment Options Act. This program provides various options for high school students to take classes offered by higher education institutions and to receive credit at both the high school and college. In FY 95, 2,256 participated, a rate of 6.4%.
- The state reimburses test fees for AP or IB exams that result in college credit. The current state funding is $600,000. In FY 97, 1,454 participated, a rate of 3.9%.
- Colorado's High School Fast Track Program is open to 12th graders who have fulfilled their high school graduation requirements. Students may take one or more postsecondary courses for college credit. The school district pays tuition up to 75% of per-pupil operating revenue per the Colorado statute. Higher education institutions may claim FTE funding for these students. Data were unavailable about the number of students participating.
- The state's funding approach to these programs is as follows: A student concurrently enrolled in high school and college courses is counted toward the school district's enrollment, thereby generating per-pupil operating revenue. The school district pays the college for those courses that count toward the student's high school diploma. The school district may also reimburse the college if it has a contractual agreement beyond the Postsecondary Enrollment Options Act. The tuition is the same amount as that charged a regularly enrolled resident student. In 1994–95, 30 Colorado colleges and universities and 114 Colorado school districts participated. School districts paid $1,119,140 in tuition that same year.

Connecticut

- In Connecticut, the only formal accelerated college-level program is offered at Albertus Magnus College, a small private college.

Florida

- A statewide mandated study of acceleration was instituted. Within the General Appropriations Act, the Florida Postsecondary Education Planning Commission was directed to examine the effectiveness of AP, dual-enrollment, and IB instruction and address such factors as cost, average number of hours earned, and effect on time to degree. A report with policy recommendations was submitted to the legislature and the State Board of Education.
- The state has three main types of acceleration mechanisms: AP, dual enrollment, and IB. In addition, a State Articulation Agreement (authorized in 1957 and confirmed in 1971) and

2+2 articulation policies promote the transition of students through the educational system.

- Since the early 1970s, the legislature, through statute and rule, has provided funding for both secondary and postsecondary sectors for students enrolled in the dual-enrollment program. It has also provided enhanced funding for successful participation in AP (0.24 FTE for every AP exam of 3 or higher) and IB programs (0.24 FTE for each IB exam grade of 4 or higher and additional 0.3 FTE for each student who earns an IB diploma).
- The new performance-based budgeting system being implemented will call for changes in the acceleration model. Support for these programs, though, will continue.

Georgia

- Georgia's Joint Enrollment program is not called "accelerated baccalaureate," but it does result in students being able to graduate earlier.
- Georgia offers a statewide Joint Enrollment program with statewide minimum admissions standards (which can be increased at the campus level). The standards include a minimum SAT1 score of 970 (combined verbal/math) or a comparable ACT score, a minimum cumulative high school GPA of 3.0 or a numerical average of 80 or higher in academic subjects, exemption of all LS requirements for early admission, a written recommendation from a high school counselor/principal, written consent of a parent or guardian if the student is a minor, and completion of the University System of Georgia College Preparatory Curriculum requirements.
- In the Joint Enrollment program, the junior or senior high school student enrolls in courses for college credit.
- In the Early Admission program, the student enrolls as a full-time college student, following completion of the junior year in high school.
- Minimum admission standards for the Joint Enrollment and Early Admission programs allow certain advanced students to receive high school/college credit for some courses.
- Last fall, 2,177 students out of 35,000 public high school seniors on the college prep track enrolled in Joint Enrollment (6.2% of college prep students).
- The state pays regular tuition and required fees for students in Joint Enrollment. The "free" funding is under the umbrella of Postsecondary Options. The local school system loses ADA funding for that portion of the day the student is not in high school.
- The state pays the testing fee for students enrolled in AP courses.

Hawaii

- The state has no accelerated baccalaureate degree programs.
- The state has no mandated college credit options programs.

Idaho

- The Governing Policies/Procedures of the State Board of Education, Postsecondary Affairs, adopted in September 1997, provides for AP programs at the various four-year institutions. Through this, the board seeks Advanced Placement learning for qualified secondary students, which potentially may reduce overall costs of secondary/post-secondary programs to students and institutions.
- There are several options approved within the state:
  a) Regular college courses can be delivered on campus to high school students selecting this option (nonmatriculating college student). Students are then charged standard part-time credit hour fee/tuition, including activity fees.
  b) Courses can be delivered by high schools, with the costs borne by the postsecondary institutions (delivery modes could include technology into high school, courses taught in high school by postsecondary faculty, postsecondary institutions employing high school

faculty to teach, etc.). Students are admitted by postsecondary institutions as nonmatriculating students. Costs are borne by the postsecondary institutions, which charge part-time credit hour fees or tuition minus the on-campus activity fee.

c) Courses can be delivered at the high school by the school faculty, with the costs borne by either the school or the student (e.g., AP, CLEP, Tech Prep). Students may request institutional evaluation of the course for acceptance as college credit. Postsecondary institutions may charge an administrative fee for transcripting credit or ensuring equivalency.

- Any high school student can apply to a public postsecondary institution as a part-time, nondegree-seeking student (taking a maximum of seven credits per semester) provided these requirements are met: minimum age of 16 or successful completion of at least one-half of the high school graduation requirements as certified by the school, written permission from a parent/guardian and principal/counselor, completed institutional application, and, if required by the institution, approval of the course instructor.

Indiana

- None of the public institutions offer accelerated baccalaureate programs.
- Among the independents, Valparaiso has announced a three-year option.
- Indiana University has made a qualified promise of rebates for students who cannot get the classes they need within a four-year time frame.
- No state mandates regarding college-credit options for high school students exist. A state statute allows such programs, but postsecondary institutions and school corporations make their own arrangements and may choose not to provide/receive these programs.

Iowa

- The state adopted the Postsecondary Enrollment Options Act in 1987, which allows 11th and 12th grade students (and talented and gifted 9th and 10th graders) to enroll in courses on college campuses if they meet specified entrance requirements. Students earn both college and high school credit. School districts reimburse the postsecondary institutions for the costs of tuition, fees, textbooks, and other materials.
- The number of participating students has steadily risen. In 1992–93, 2,219 students were enrolled; in 1996–97, 4,466 participated.
- A few concerns about course quality were noted. Some high schools reportedly have offered high school courses for college credit, which leaves students disadvantaged when entering college. Some postsecondary institutions have stopped accepting such credits for transfer.

Kansas

- The public universities offer no accelerated baccalaureate programs.
- Considerable antipathy toward these programs stems from doubts about the quality of the programs offered at Friends University and Kansas Newman University in Wichita.
- No state-mandated college credit options exist.
- The state, however, does have a concurrent enrollment program that allows high school students to complete college courses while still in high school. Funding incentives encourage community colleges and universities to participate.

Louisiana

- Louisiana State University, University of New Orleans, University of Southwestern Louisiana, and Louisiana Tech University offer accelerated baccalaureate programs.
- No state-mandated early options programs exist.

Michigan

- The state offers the Postsecondary Enrollment Options Program, which allows eligible high school juniors and seniors to enroll in college courses.
- Local school districts pay for the tuition/fees for college courses.
- To qualify, courses must not be available through the local district high school and must be academic courses.
- Legislation permitting this has been in effect for four years, and each year has seen slight changes.

Minnesota

- State legislation in 1985 implemented the Postsecondary Enrollment Options Program.
- This program allows 11th and 12th grade students the opportunity to take postsecondary classes at state expense.
- In 1994–95, 87 postsecondary campuses enrolled secondary students (public, private, two-year, four-year).
- In 1994–95, 6% of public high school juniors and seniors participated in the program.
- Students participate in the program primarily to (1) get a head start on college credits and (2) save on postsecondary costs.
- In 1993–94, local expenditures for K-12 decreased about $11.8 million, and the state's postsecondary costs increased by about $16.3 million.

Missouri

- Under the accelerated programs, the University of Missouri–Kansas City offers a six-year medical degree program.
- Some institutions — notably, the University of Missouri–Kansas City, University of Missouri–St. Louis, and St. Louis University — offer extensive dual-credit programs through which students earn both high school and college credit.
- Generally, students pay tuition discounted to one-third of normal. It can vary by district.
- About 25,000 students participate annually, usually for one or two courses.
- Students generally pay for the tuition without district support. The program appeals to some students because they can earn a transferrable grade (transcripted) rather than face the pressure of a one-shot test.
- Faculty tend to be high school teachers under the guidance of university faculty. Some question how well the standards are being met.

Montana

- No accelerated baccalaureate programs are offered.
- No state-mandated college credit options programs exist.

Nevada

- For about two years, the state has offered college courses for high school students.

New Jersey

- The New Jersey Commission on Higher Education surveyed all colleges and universities in late 1996 regarding college courses offered to high school students.
- 28 of 50 institutions (56%) offer one or more courses for credit at high schools. All three public universities, and 16 of 19 community colleges offer such courses.
- 63% of community colleges reported a steady increase in demand for such courses; two of the three public universities reported increase in demand also.
- 58% of community colleges plan to increase offerings at high schools.

- About one-third of all institutions have plans to increase course offerings for high school students on the college campus.
- Tuition and fees are not standardized. Practices vary much from campus to campus.
- Several community colleges have dual-credit articulation arrangements.

New Mexico

- No accelerated baccalaureate programs are offered. This has not been issue, at least at the state level.
- No state-mandated college credit options programs exist.
- New Mexico, however, does have two voluntary programs: concurrent enrollment and AP.
- The concurrent enrollment program allows qualified high school students to take postsecondary courses, usually at a postsecondary campus, for dual credit.
- Public schools and postsecondary institutions are both funded for these students (district continues to collect full funding for student; postsecondary institution can count SCH toward state support). By statute, the high school is supposed to transfer any tuition and fees charged to the postsecondary institution, in behalf of a student, though all parties are not necessarily in compliance.
- Concurrent enrollment agreements must be in writing between the school district and the postsecondary institution.
- About 4% of juniors and seniors in high school are estimated to participate.
- State funding supports training of AP teachers.
- The state helps pay AP exam fees for low-income students.

North Carolina

- The University of North Carolina at Greensboro provides the Fast Forward Program, which offers college-bound high school students the opportunity to take entry-level university courses. Courses are taught by high school teachers during the regular school day and also count as credit toward high school graduation. The program is self-supporting, funded by student tuition payments (although tuition is slightly lower than the on-campus tuition).
- Appalachian State University features the Academic Partnership Program (APP), which offers college courses on six high school campuses. After 25 years of operation, the program has served more than 4,000 students. The program is funded by student tuition, and participants must meet the same admissions criteria as on-campus students. Potential APP faculty are nominated by their high school principals, and their credentials are reviewed by the appropriate academic department at the university. All of the public (and most private) colleges and universities in North Carolina accept these courses for transfer credit.
- The North Carolina Community College System offers a dual-enrollment program.
- Minimum AP exam scores are required for course credit at University of North Carolina institutions.

North Dakota

- North Dakota last year passed legislation to start a dual-credit program, in which students can earn high school and college credit simultaneously. Although this may help students accelerate through baccalaureate programs, its main purpose is to provide opportunities and challenges to students. Early experience has indicated that most students do not end up attending the campus where they earned college credit while in high school. All institutions in the state's university system are participating.
- The program is voluntary for both high schools and colleges.

- The program is currently not funded. Students are responsible for paying tuition.
- Participation does not affect state aid funding to school districts, and funding does not follow students to college. The state is working on tuition issues; e.g., tuition is discounted for students at some campuses when instruction occurs in a high school classroom.

Ohio

- Ohio offers the Postsecondary Enrollment Options Program, which permits high school students in the 11th and 12th grades to earn college and high school graduation credit through successful completion of college courses.
- The State Board of Education issued rules regarding participation by schools in this program.
- March 1 is the annual date by which districts must notify students and/or parents of the program and the available options; by March 30, students must indicate to school officials their intent to participate.
- Schools must provide counseling services to 10th and 11th graders, and their parents, before their participation in the Postsecondary Enrollment Options Program.
- Option A permits eligible students to enroll in college courses for college credit. Students are required to pay all costs incurred, including tuition, books, materials, and fees.
- Option B permits eligible students to enroll in college courses for college and high school graduation credit. Students will not be required to pay for tuition, books, materials, or fees associated with such courses. Students successfully completing these courses will be awarded credit toward graduation and subject area requirements of school. Student records must show evidence of successful completion of each college course and high school credit awarded. The name of the college must be noted as well. The college will be reimbursed by the school for tuition, fees, materials, and textbooks (this gets subtracted from the school's reimbursement from the state). For students attending a joint vocational school full time, costs are shared by the school district (25%) and the joint vocational school (75%).
- Students in the 11th grade may not receive high school/college credit for more than the equivalent of two academic years. Students in the 12th grade may not receive high school/college credit for more than the equivalent of one academic year.

Oklahoma

- No accelerated baccalaureate degree programs are offered.
- State law mandates that exceptional high school students be provided with concurrent enrollment opportunities to earn college credit.
- The State Regents' policy provides for AP and IB programs and cooperative agreements between vocational-technical and postsecondary institutions.
- About 4% of junior and senior high school students participate in AP and 4% in concurrent enrollment.
- In 1997, the legislature allocated $4 million to the AP incentive program.

Pennsylvania

- Kutztown University and Bloomsburg University have accelerated baccalaureate programs.
- Kutztown offers the Advanced High School Enrollment Program and Early Admission Program.
- A very small percentage of the state's seniors participate.
- No funding plan exists.

Rhode Island

- No accelerated baccalaureate program is offered.
- No state-mandated college credit options programs are available.

South Carolina

- No state-mandated early options programs are available.
- The state, however, does provide subsidies for AP classes.
- Most institutions offer college courses at some local high schools, with students responsible for tuition.
- The University of South Carolina–Columbia has an accelerated baccalaureate program.

South Dakota

- No accelerated baccalaureate program is offered.
- No state-mandated college credit options programs are provided.
- The state has legislation that allows districts to cover the cost for students; most districts, however, choose not to.
- Public universities provide dual-credit options through which high school students may enroll in college courses.
- System policy covers acceptance of AP credit. (This is available on the Web at <http://www.RIS.sdbor.edu/>.)

Utah

- The state has been involved in offering early college and concurrent enrollments programs for several years.

Virginia

- 2+2 programs are designed to provide a smooth articulation between the last two years of high school and a two-year collegiate program.
- The state offers dual-credit programs. Programs in place that offer both high school and college credit are:

  a) *Advanced Placement.* Students pay fee to take the exam.

  b) *Dual enrollment.* College courses are offered to high school students provided at the high school or on the community college campus. Some courses fulfill high school course requirements, and some can be used as high school electives. High schools generally pay the students' college tuition, with students usually paying for their books. This program entails considerable cost to the state, which pays for both the high schools and the colleges for the enrollments.

  c) *International Baccalaureate.* This is available at only two high schools in the state.

  d) *Four-year college programs.* Several four-year campuses offer courses to high school students, with most of the students attending on the college campus. Primarily, the courses count toward a college degree, but some dual-credit cases do exist.
- A State Council of Higher Education report to the legislature in 1993 recommended that "as many as possible of the various forms of college credit work should be made available to all high-school students in Virginia."

Washington

- The 1990 legislature created the Running Start program as part of the Learning by Choice law, which was designed to expand educational opportunities for public high school students. RS was initially intended to provide qualified 11th and 12th graders with the opportunity to take college courses at community colleges and technical colleges. Not every school district contains a community college, however; so, the 1994 legislature expanded the program to include Central and Eastern Washington and Washington State Universities.

- Students enrolled in RS earn high school and as many as two years of college credit simultaneously, during junior and senior years, without paying tuition. They must, though, purchase their own books, supplies, and transportation. Funding is an issue. High schools requesting additional resources need to provide more extensive counseling required by RS students.
- Another effect is that the ability to maintain comprehensive AP programs in high schools is being diminished as students select RS courses.
- The State Board of Education is responsible for determining how to apply earned college credits toward high school graduation requirements. The recommended and approved ratio is five quarter credits or three semester credits equal one high school credit.
- The total number of the state's high school juniors and seniors is approximately 160,000. In 1996–97, 10,250 (6.4%) participated in RS, and in 1997–98, 11,476 (7.2%) were enrolled.
- The funding for RS is designed to compensate colleges for costs. Colleges are reimbursed about $75 per credit for academic programs and $95 per credit for vocational programs by K-12 districts. K-12 districts retain 7% of funds for administration, overhead, and counseling expenses. Part of the K-12 appropriation per student goes to the community or four-year college to cover courses taken at the institution.
- The program has quadrupled during the past three years.

West Virginia

- No accelerated baccalaureate programs at four-year institutions are available.
- No state-mandated credit options are provided, but undergraduate institutions are encouraged to offer appropriate entry-level courses in high schools for qualified students.
- Both state college and university systems have policies that establish guidelines for offering such courses.
- Not much data on this yet, but the number of courses offered is increasing. Reports will have data in the future.
- A lower tuition/fee rate is provided under the respective board guidelines. Colleges and universities may choose to offer courses at three-fourths the rate of the lowest tuition/fee of any public college in the state. For example, the lowest fee for a three-credit course for the current year is $144. The policy allows institutions to charge at three-fourths this level, which would be $108. Institutions could assess higher tuition/fees if they so choose, but no lower than that amount. The intent is to allow reasonable low pricing that would encourage high school students to enroll but prevent cut-throat discounting. Also, the state offers provisions for campuses to deal with needy students and third-party contracts to pay student tuition/fees.

Advanced Placement

Introduction

The Advanced Placement program was established by the College Board in the 1950s. It allows high school students to take college-level courses in high school, taught by high school teachers. The students then may take an AP examination in one or more subject areas at the conclusion of the course and, if a passing grade is earned, be granted credit for college-level courses once they enroll in college. Typically, this enables students to skip introductory courses in their college freshman year and perhaps accelerate progress toward the baccalaureate degree. Students have the option of enrolling in AP courses at their high schools without taking AP examinations. For many of the students who elect only to take the class, they participate for enrichment purposes; in some cases, students may be discouraged by their teachers from taking the AP examination if their teachers believe they will not perform at a high-enough level to receive college credit.

AP examinations are scored from 1 to 5 (5 = high). Most universities nationwide grant college credits for students who score 3 or better; in some fields, universities may count only scores of 4s or 5s for college credit. Decisions about the awarding of credit based on AP scores usually reside with academic departments, although some systems, such as the University of California, grant credit for scores 3 or better.

There is a cost to students for taking AP examinations, although there is usually no cost for enrolling in AP courses at high schools. The College Board currently charges $74 per AP examination; $7 of this amount goes to the school, and the remainder goes to the College Board. Information about states that support some or all of AP examinations (and other aspects of the program) is provided on page 31 of this report.

Nationally, about 2,900 four-year colleges/universities participate in the AP program. The College Board indicates that 63.8% of students participating in AP courses nationally take the AP exams; about one-third do not take exams at the end of the course. The average AP student takes 1.6 examinations in a year's time. The average AP student graduates from high school with 2.3 exams. In 1996–97, 580,000 students nationwide took AP exams, more than twice as many as 10 years earlier. An estimated 40% of the nation's 17,200 public high schools (typically those in rural and inner-city areas) do not currently offer AP courses. (Reisberg, 1998, *Chronicle of Higher Education*.)

National AP Data

Years	Schools	Candidates	Examinations	Colleges
1965–66	2,518	38,178	50,104	1,076
1975–76	3,937	75,651	98,898	1,580
1985–86	7,201	231,378	319,224	2,125
1996–97	12,022	581,554	921,601	2,872

Oregon AP Test Takers

In 1997, 143 Oregon high schools administered AP exams (College Board). Because there are 340 high schools (public and private), this is about 42% of Oregon's high schools. In 1998, 4,396 students took a total of 6,126 AP examinations (some students took tests in more than one subject area). This was an increase in Oregon AP candidates of 9.8% compared with 1997 candidates, and a 11.1% increase in growth of examinations taken. The candidates reveal the following profile:

- 53% seniors, 41% juniors
- 45% male, 55% female
- 79% white, 21% ethnic minorities (see table)
- 88% of candidates are in public schools, 12% in private high schools
- the average number of AP exams for males is 1.45 and 1.32 for females
- the average number of exams is 1.50 per senior and 1.26 per junior

Oregon AP Candidates by Ethnic/Racial Group (1996 and 1997)

	Number		% of Candidates		Mean Grade	
	1996	1997	1996	1997	1996	1997
American Indian/Alaska Native	24	39	0.7%	1.0%	2.68	2.81
African-American	15	33	0.4%	0.8%	2.75	2.58
Hispanic	89	103	2.6%	2.6%	3.20	3.20
Asian/Pacific Islander	238	278	6.9%	6.9%	2.99	3.07
White	2,763	3,160	80%	79%	3.21	3.02
Other	334	389	9.6%	9.7%	3.21	3.21

Source: The College Board

Most Commonly Taken AP Examinations in Oregon

The most commonly taken AP tests in Oregon are English Literature/Composition, with 1,408 candidates (test takers), and U.S. History with 1,310 candidates (1997).

Total Examinations by Subject, Oregon

U.S. History	1,310	German Language	14
Art History	17	Government & Politics: U.S.	161
Studio Art Drawing	10	Government & Politics: Comp	50
Studio Art — General	26	International English Language	0
Biology	417	Latin Vergil	0
Chemistry	273	Latin Literature	7
Computer Science A	13	Calculus AB	708
Computer Science AB	8	Calculus BC	177
Economics Micro	67	Music Theory	29
Economics Macro	77	Physics B	165
English Language	343	Physics C Mechanics	69
English Literature	1,408	Physics C E&M	25
Environmental Science	1	Psychology	86
European History	316	Spanish Language	218
French Language	74	Spanish Literature	7
French Literature	19	Statistics	31

Source: The College Board

How Do Oregonians Perform on AP Examinations?

The overall mean score for Oregonians on the AP tests in 1997 was 3.03, with 67% of the test takers receiving a score of 3 or more. The mean score varied across subject areas from a high of 3.56 in Spanish to a low of 2.71 in U.S. History.

Scores of Oregon Candidates		
	1997	% of 3 or above
Mean grade	3.03	67%
Seniors	3.05	69%
Juniors	3.02	63%
Males	3.09	69%
Females	2.98	65%

Source: The College Board

Students Attending College in Oregon/Outside Oregon

Oregon AP test takers in 1997 were closely divided in whether they reported their test scores to in-state or out-of-state colleges. Students who reported their scores to out-of-state colleges had higher test scores than those reporting to in-state colleges — 3.29 versus 2.85. About 9% of students in the Oregon University System's 1997 college freshman class had taken AP examinations, but only 6.5% of the freshman class received a score of 3 or above on the AP examinations.

Oregon AP Candidates Reporting Scores to In-State Colleges	
Number of senior candidates in 1997	893
% of the senior candidates	42%
Average scores	2.85
% of scores 3 or above	62%
Oregon AP Candidates Reporting Scores to Out-of-State Colleges	
Number of senior candidates in 1997	879
% of the senior candidates	41%
Average scores	3.29
% of scores 3 or above	77%

How Do Oregonians Compare with AP Candidates Nationwide?

Oregon ranks among the lowest 20 states nationally in the number of AP examinations taken per 1,000 11th and 12th graders (see top table on page 44). However, Oregon candidates placed in the middle nationally of those students who scored grades of 3 or better on AP examinations. The U.S. average for percent of candidates scoring 3 or better was 65.6%. Oregon candidates in 1997 were at 66.6% (see bottom table on page 44).

State Rankings by AP Exams per 1,000 11th and 12th Graders (1997)

State	Rank Order*	State	Rank Order*
District of Columbia	331	Arizona	102
Virginia	241	Nevada	100
New York	237	Tennessee	97
Utah	232	Ohio	96
California	206	Kentucky	94
New Jersey	206	Alabama	94
Massachusetts	202	Indiana	89
Maryland	201	New Mexico	80
Connecticut	188	Minnesota	80
South Carolina	184	Washington	74
Florida	183	West Virginia	72
North Carolina	178	**Oregon**	**70**
Delaware	168	Montana	64
Hawaii	142	Idaho	60
Illinois	136	Mississippi	58
Texas	136	Oklahoma	56
Colorado	131	Arkansas	54
New Hampshire	127	Iowa	53
Maine	125	Missouri	51
Rhode Island	122	Nebraska	49
Georgia	122	Kansas	48
Pennsylvania	110	South Dakota	48
Alaska	108	Louisiana	39
Michigan	107	Wyoming	30
Vermont	107	North Dakota	28
Wisconsin	106		

Percent of Grades 3 or Above on AP Examinations, by State

State	% 3 or Above	State	% 3 or Above
Missouri	73.5	Tennessee	65.5
Connecticut	73.3	Maine	65.5
District of Columbia	72.6	Ohio	65.5
Illinois	72.2	Alaska	65.1
Massachusetts	72.2	Michigan	65.0
Maryland	71.8	Vermont	64.4
North Dakota	70.4	New York	64.3
New Jersey	70.2	Nebraska	64.1
Utah	70.0	Kansas	63.3
New Hampshire	69.9	Oklahoma	62.7
Montana	69.7	Arizona	61.5
Delaware	69.5	Wyoming	61.1
Iowa	68.9	Minnesota	60.8
Hawaii	68.5	Texas	60.2
Colorado	68.4	North Carolina	59.8
Rhode Island	67.4	New Mexico	57.9
Idaho	67.0	Nevada	57.8
Wisconsin	66.7	West Virginia	57.2
Oregon	66.6	Florida	55.6
Pennsylvania	66.0	Alabama	55.5
California	65.9	South Carolina	54.4
Washington	65.8	South Dakota	53.4
Georgia	65.7	Arkansas	52.7
Virginia	65.7	Kentucky	51.7
U.S. Average	65.5	Indiana	46.5
Louisiana	65.5	Mississippi	45.9

* Note: States with a high percentage of candidates taking exams (scoring 3 or above) would likely be lower than states in which a smaller percentage take exams. *Source: School Report of AP Exams, College Board (1997 National Summary Reports)*

College High Programs

Overview

College High programs are voluntary cooperative educational program agreements between high schools and colleges to offer college-level courses for credit in the high school. CH programs were first developed in Oregon in the 1970s. Courses are taught by high school teachers and result in students earning dual credit, i.e., high school credit and college credit. The postsecondary institutions are responsible for the curricular content and standards, administrative support, and program monitoring.

At present, 14 community colleges and 3 OUS institutions participate in CH around the state. Together, they work with about 165 high schools.

Participating Community Colleges	Participating OUS Institutions
Blue Mountain Community College	Portland State University
Chemeketa Community College	Southern Oregon University
Clackamas Community College	Oregon Institute of Technology
Clatsop Community College	
Columbia Gorge Community College	
Lane Community College	
Linn-Benton Community College	
Mt. Hood Community College	
Oregon Coast Community College	
Portland Community College	
Rogue Community College	
Southwestern Oregon Community College	
Treasure Valley Community College	
Umpqua Community College	

CH programs have grown substantially in Oregon over the past several years. A 1993 study of CH programs reported enrollments of 3,400 and participation by 100 high schools. During the most recent academic school year for which we have data, approximately 6,368 high school seniors and juniors from 175 high schools participated in CH programs; the 14 community colleges serve about 5,000 students and the OUS institutions about 1,368 (433 at SOU, 235 at OIT, 700 at PSU). This enrollment growth represents an 87% increase over the past five years. CH enrollments represent about 8.7% of Oregon's seniors and juniors.

CH students participate in many more than 100 different college-level courses. The most popular courses taken by high school students through CH are history, writing, English literature, biology, mathematics, political science, and foreign languages.

The cost of CH courses for students is significantly less than the cost of the same credit for college students. The cost varies widely among community colleges and universities, with community colleges charging as little as $25 for an unlimited number of courses in a year to OUS institutions charging about 40–50% of the regular tuition rate for part-time students.

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Standards of educational practice for CH programs are somewhat varied among participating institutions. Standards follow one or more of the following:

- *Board of Higher Education–adopted College High program standards in 1985.* (Although the standards were not adopted by Oregon community colleges, a survey conducted in 1990 by the Office of Community College Services found that community colleges were following many, but not necessarily all, of the 1985 standards and guidelines adopted by the Board.)

- *Institutionally adopted standards.*

- *Oregon Administrative Rule on Dual-Credit Programs, adopted in 1991, which applies only to community colleges.* (The rule requires community colleges to follow defined policies, not unlike many of the 1985 standards in offering programs, and to report to the Office of Community College Services on program activity and evaluation.)

Issues

- College High programs reach thousands of Oregon high school students each year. They are an important component of early college options programs.

- College High programs are locally developed and controlled. They lack common standards statewide, although OUS universities and many community colleges follow College High guidelines approved by the Board of Higher Education. The variability in following common standards by some campuses throughout the state has caused concerns about quality among some programs.

- OUS studies have found above-average performance of the College High students who subsequently became freshmen at OUS institutions. These data came from a modest sample drawn from freshmen in the early 1990s; therefore, it is difficult to generalize today about the overall performance of students completing CH programs statewide.

- School reform is expected to affect College High programs. Also, as upcoming retirements affect the teacher workforce, many experienced high school teachers who have successfully taught College High courses will be leaving. Whether new teachers will do as well at teaching college-level courses, under the direction of community colleges and OUS institutions, is currently unknown.

- Given the increasing availability of the newest options to deliver college courses (e.g., taught by college faculty directly to high schools or students' homes using technology, direct courses to high schools such as the Portland State University's Freshman Inquiry Sequence), some campuses are re-evaluating the role of College High as one of the most popular of the early college options programs.

International Baccalaureate Diploma Program

Introduction

The International Baccalaureate program is a rigorous preuniversity course of study, generally leading to a series of examinations, for motivated high school students between the ages of 16 and 19. The program is based on a comprehensive two-year curriculum that allows its graduates to fulfill the requirements of various national educational systems.

Six subject groups are at the heart of the IB academic curriculum (listed below); diploma candidates are required to select one subject from each of the six areas. Students arrange to explore some subjects in depth and approach other topics more broadly during the course of the program.

Group 1	First Language (language and literature in the student's native language)
Group 2	Second Language (language and literature in a foreign language)
Group 3	Individuals and Societies (business and organization, economics, geography, history, information technology, philosophy, psychology, and social anthropology)
Group 4	Experimental Sciences (biology, chemistry, design technology, environmental systems, and physics)
Group 5	Mathematics (advanced mathematics, mathematics higher level, mathematical methods, and mathematical studies)
Group 6	The Arts and Electives (art/design, classical Greek, computer science, Latin, music, theater arts, etc.)

Other integral elements of the IB program are:

- a required interdisciplinary course in the theory of knowledge;
- a minimum of 150 hours of extracurricular activities distributed among the components of creativity, action, and service; and
- an extended essay based on independent and original research.

Students enrolled in IB are encouraged to engage in the full program. Each examined subject is graded on a scale from 1 to 7 points. Earning the IB diploma requires that a student meet defined standards and conditions. These include accruing a minimum total of 24 points as well as satisfactorily completing the extended essay, the theory of knowledge course, and the creativity, action, and service activities. Those who take fewer than six subjects, or who fail to satisfy all requirements, are awarded a certificate for examinations completed.

Scope of the IB Program

The International Baccalaureate Organization reports that the diploma program has seen tremendous growth in recent years. An increasing number of IB students enter colleges/universities with the expectation that their successful completion of the IB will be acknowledged with college credit. In fall 1997, the number of participating schools

worldwide was 713; the number of schools in the United States was 204.

Six high schools in Oregon currently offer IB programs: Lincoln, Tualatin, Tigard, South Eugene, Sheldon, and Churchill. (Two high schools in Salem are planning IB programs at the present time.)

How Do Oregonians Perform on IB Examinations?

In 1998, 326 Oregon candidates took 862 exams, with 94.4% scoring at a "4" or above (scores are: 1= very poor . . . 4 = satisfactory . . . up to 7 = excellent). Nationally, 79.2% of IB exam takers scored at 4 or above during that year.

In 1998, 108 diplomas were awarded in Oregon from a pool of 119 diploma candidates, for a 90.8% diploma pass rate. Nationally, the diploma pass rate was 73.3% for that year.

2+2/Tech Prep

2+2/Tech/Prep refers to articulated high school/community college curriculum with credit given by both sectors for specified blocks of high school professional/technical instruction. 2+2/Tech Prep is designed to eliminate duplication between high school and community college curricula. The courses are professional/technical in status and are taught by either high school or community college staff at an approved site.

Information is currently unavailable on the number of courses, schools, or students enrolled in 2+2 statewide. One of the larger programs — at Chemeketa Community College — reports offering 42 courses with 25 high schools earning credit for 1,466 students during the 1997–98 academic year. Student participation in 2+2/Tech Prep through Chemeketa was highest in Office Administration programs (576), followed by Drafting Technology (284), Health Services Management (115), Automotive Technology (115), Early Childhood Education (109), and Computer Science (104). Total enrollments have increased in Chemeketa's programs from 1,101 students in 1989–90 to the current 1,466 students in 1997–98 (a 33% increase).

Future collaborative studies are planned by the Office of Community College Services and Oregon Department of Education to track growth in the 2+2/Tech Prep programs.